

Hope Renaissance Foundation

HOPE RENAISSANCE CLASSICAL ACADEMY

TO BE LOCATED IN NORTHWEST INDIANAPOLIS

PROSPECTUS PRESENTED TO THE HONORABLE MAYOR BART PETERSON

INDIANAPOLIS, INDIANA

By

The Founders Team of
Hope Renaissance Classical Academy
Indianapolis, IN 46228

Hope Renaissance Classical Academy

Table of Contents

I. Our Vision.....	3
A. Mission	3
B. Need	3
C. Goals.....	7
 II. Who We Are.....	 9
A. Founding Group.....	9
 III. Educational Services Provided.....	 11
A. Educational Philosophy.....	11
B. Curriculum.....	14
C. Assessment.....	20
D. Special Student Populations.....	20
 IV. Organizational Viability and Effectiveness.....	 21
A. Budget and Financial Matters.....	21
B. Governance and Management.....	26

Appendices:

- A: Leadership Information**
- B: Sample Lesson Plan**
- C: Articles of Incorporation and By-laws**
- D: Letter from SchoolStart**

Charter School Prospectus – May 1, 2002

I. Our Vision

A. Mission:

The Hope Renaissance Classical Academy will provide a cohesive and academically rigorous classical curriculum to Indianapolis students in grades five through eight. In the established tradition of classical training, which encompasses grammar, logic, and rhetoric, the Academy will cultivate students who think critically, speak eloquently, and write persuasively; students will meet or exceed state standards and embrace life-long learning as demonstrated by their successful pursuit of higher education and by their contributions to community, guided by an appreciation and respect for others.

B. Need

Hope Renaissance Classical Academy (HRA) will serve urban/suburban children on Indianapolis' Northwest side, with a focus on Pike and Washington township areas and the north and northwest areas of the Indianapolis Public Schools. The Academy will be the first classical school in the Indianapolis area, offering a unique opportunity and choice for Indianapolis parents and children. The classical model, which includes rigorous academics and small learning communities, has been highly successful throughout the country. Many classical charter schools are demonstrating excellent results within diverse urban settings.

Pike Township is among the fastest-growing school communities in Indiana with nearly 10,000 students representing a population that is 60 percent non-white. Pike Township students represent 41 countries and 50 languages. Washington Township has a diverse population with nearly 10,000 public school students as well. There are additional 1,000 students attending private schools in Washington Township.

Critical areas that need to be addressed within these two locations include low ISTEP scores in both math and language arts, particularly at the 6th and 8th grade levels. Less than 53% of sixth grade students in Pike Township passed the math standard ISTEP, in 2000/2001. The percent of 6th grade students passing the language arts standard of ISTEP was even lower, averaging less than 46%. At the 8th grade level, there was little improvement. On average, fewer than 63% of 8th grade students passed the math standard for ISTEP and 67% the language arts standard, still below state percentages for the grade level. In Washington Township, the average number of sixth grade students passing the math standard for ISTEP was below 63% and in language arts the percent was even lower, at 59%. At the eighth grade level, the average was 75% for math and 81% for language arts.

Another problem within the diverse middle-school population of these areas is suspension. There were 928 suspensions within the three Washington Township middle schools during the 2000/2001 school year. In Pike Township's two middle schools, suspensions totaled 520 in 1999/2000 (figures for 2000/01 are unavailable.) As students advance to higher levels of education within both areas, suspension and expulsion rates climb as ISTEP scores decline.

The need to address low achievement and declining family involvement at the often-neglected middle-school level by providing a small, rigorous option is critical. The founding group of Hope Renaissance Classical Academy is pleased to submit this prospectus that fulfills that acute need within the community. We are confident, based on the experience of similar schools nationally, that if granted a charter, our school will present a widely sought-after choice for children and parents. We are particularly excited about the opportunity to serve the ethnically and socio-economically diverse student population in our target area, including students with special needs.

Hope Renaissance Classical Academy will address the needs of Indianapolis children by offering an exceptionally challenging curriculum within a physically and intellectually safe environment. The years of early adolescents, grades five through eight, are critically important as a time of life when patterns of learning and behavior are formed. Children at this stage need special nurturing and guidance in order to adopt strong positive values through constructive influence. Perhaps the most important means of addressing the unique needs of early adolescents is to provide an education that will inspire them to fulfill their highest potential. A challenging curriculum offered within a learning community that respects and rewards learning will develop an appreciation for disciplined learning. A classical curriculum stresses the commonalities of humankind and therefore a learning community that brings children together in the spirit of achievement and the nurturing of respect for and among individuals, both students and teachers.

Classical training fosters learning communities with students who consistently perform at high levels academically. Hope Renaissance Classical Academy will strive to provide this excellent training of mind and character to (sub)urban children, with the goal of engaging these students in an upward spiral of learning that will encourage involvement in higher education for all. The modern classical education movement began with the opening of Logos School in Moscow, Idaho, in 1980. This school served as a

model for the 56 schools that now comprise the Association of Classical Christian Schools. Over one hundred schools opened across the country with a program of ‘democratic classicism’ after the 1982 publication of *The Paidea Proposal: An Educational Manifesto* by philosopher Mortimer Adler. Specifically targeting the needs of non-achieving inner city student, Marva Collins very successfully used the principles of classical education at the Westside Preparatory School in Chicago. Classical schools continue to emerge across the nation, within both the private and public realm.

A number of classical charter schools have demonstrated success raising student achievement. For example, in Tempe, Arizona, Tempe Preparatory Academy, a classical charter school, registered second in the state in 1998 on the Stanford 9 tests. With a state average of 17% pass rate on the AIMS math test, Tempe students passed at a rate of 80%. A demographically comparable school nearby passed only 25% of their students. This year, Tempe ranked first on a statewide Parent Satisfaction Survey.

In Franklin Massachusetts, the Benjamin Franklin Classical Charter enrolls 400 students in its K-8 program and has demonstrated measurable academic success. The fourth grade regular education students averaged in the top eight percent of students nationally for reading and the top nine percent nationally for math on the California Achievement Test. The school was also awarded the 1998; “School of Character Award.” The waiting list for this school in 2001 numbered 111.

Objective assessments such as the Iowa Test of Basic Skills have measured significant improvement in the achievement of children at The Academy for Classical Education, in Houston, TX. This measure, while not indicative of the depth and breadth of knowledge among students, demonstrates that among 3rd graders, reading ability increased by 29% over the course of the school year. Language skills increased by 13%, math skills by 78% and science skills by 18%. Students improved by approximately two grade levels in all core areas (math, reading and language).

HRA will foster the kind of learning communities that have successfully reached at-risk middle school students. Scores of studies have demonstrated the success of small class sizes for serving all students, particularly students at risk of failure. Hope Renaissance Classical Academy will promote an ethos of community learning within a small school environment. Further, student/teacher ratios will be kept small and class size will remain around twenty. Current research shows that oversized schools are a detriment to student achievement, especially students from lower socioeconomic backgrounds. Small schools promote higher achievement, better attendance, and according to one study, more extracurricular activity than large schools (Cotton, 1996). Further, as this study suggests that while opportunities for

participation are greater in large schools, they are not proportionate. Other research has shown that students are more satisfied and far more likely to remain in small schools (Pittman & Haughwout, 1987). In addition, student behavior is improved within small schools and children are far less likely to commit infractions, particularly disadvantaged students (Stockard & Mayberry, 1992). Small school size and the nurturing of an ethos of community significantly reduce the influence of poverty on student achievement.

Parent and family participation is crucial to the success of students and the success of the school in building community. Hope Renaissance Academy will be organized as a family entity both from within and without. We hope to provide learning opportunities for adults which would include literacy development, a Great Books Club, and technology instruction/demonstration nights allowing students and parents to use school computers to produce and access web based information. We will serve community organization through the encouragement of extra-curricular activities such as drama, music and art, as well as community service. Parents will be encouraged to take part in extra-curricular decisions and the production of plays, art exhibits and musical performances. Hope Renaissance Classical Academy will provide the following activities (and more) to our students:

- ❖ Chess Club that participates in organized events
- ❖ Debate and speech team
- ❖ Musical, artistic and dramatic performances
- ❖ Science exhibitions
- ❖ Electronic portfolios accessible to parents through the use of Microsoft Class Server or other comparable software product

School and community partnership are an integral component of the HRA curriculum, particularly as it relates to the development of community participation and service. We intend to promote as many community partnerships as possible to benefit both students/families and community organizations. These organizations will include:

Indiana Historical Museum	Indianapolis Art Center
YMCA	Indianapolis Civic Center
4-H Club	Indianapolis Children's Museum
Indianapolis Museum of Art	Indianapolis Academy of Music
Indianapolis Zoo and White River Park	

C. Goals

Based on the principle that all children are entitled to an education that prepares them to achieve their highest potential, Hope Renaissance Classical Academy will provide children with ordered basic knowledge, the skills and tools of learning and a high regard for the continued pursuit of understanding. All students will accomplish the same course of study; linguistically focused and integrated throughout. Our goals will be achieved through the advancement of classical instruction and the pursuit of academic excellence in a diverse community.

C.1 Academic Performance

The Founders Team of Hope Renaissance Classical Academy are committed to high academic standards and will remain accountable for meeting those standards as evidenced by both traditional models of assessment and alternative forms of assessment. Students at Hope Renaissance Classical Academy will perform well on standardized tests:

- After one year at HRA, 100% of regular students will achieve a median score or above on ISTEP examinations
- 100 % of students enrolled for at least two years will exceed national median scores on Stanford Achievement Tests
- At least 80% of students will raise their mean scores on both national and state exams as they progress through the grade levels at HRA

In order to assess student achievement in the areas of reading, writing, logic and rhetoric, Hope Renaissance Classical Academy will give students additional alternative assessments. These assessments will include, but not be limited to, the following:

- By 7th grade, 100% of ongoing students will be able to write a narrative/expository essay
- All students will keep a writing portfolio that will compile their best work which will assist them with self-evaluation and setting higher standards
- Students will present and defend a science research project each year
- 6th grade students (and above) will participate in a structured debate or dramatic performance each school year

- All students will read at least five works of literature each year and demonstrate understanding through writing or a developed project
- Annual assessments for Latin study will be administered at each grade level

Exit Standards: One hundred percent of regular students who have attended HRA for three years or more will, upon graduation, be able to:

- Write a persuasive essay
- Demonstrate understanding of key concepts in history, literature, philosophy, music and art
- Submit portfolios of work in core areas
- Achieve scores above the 75th percentile on standardized tests, such as ISTEP and Stanford

C.2 Organization viability

Hope Renaissance Classical Academy will develop and manage the financial resources necessary to implement its objectives. Our goal will be to supplement public funds with contributions and foundation/education grants. Our goal, with the assistance of School Start, will be to develop beneficial relationships with private foundations and individuals, targeting fundraising at \$200,000 for the start-up year and an additional \$75,000 the first year of operations. SchoolStart will also be assisting us in a variety of other key areas, including leadership recruitment and training, coaching and advice, student recruitment, board and staff development, and business and financial planning, among others.

HRA will manage its finances responsibly and the Director will work in tandem with the Board to manage cash flow and meet financial commitments. A reputable accountant will be hired to oversee audits and independent assessment of financial responsibility.

An excellent school depends upon an excellent staff, and HRA will recruit widely to fill crucial staff positions that can make or break the learning experience. We will conduct a broad search for all positions including Director and provide those that are hired with the support and resources to be successful. Once hired, HRA teachers will be provided with continued opportunities for professional development, coordinated dialogue with colleagues, and the kind of autonomy that raises job satisfaction. We will retain at least 75% of our teaching staff over the first five years working to build a strong and collaborative faculty that will know and serve students well.

C.3 School Specific Objectives

Our goals at Hope Renaissance Classical Academy include:

- HRA will recruit and retain excellent, highly motivated teachers and staff and provide them with ongoing training and development. Staff morale will be measured on an ongoing bases through surveys, interviews and other means.
- HRA will build and maintain very high levels of customer satisfaction, as measured through regular parent and student satisfaction surveys, focus groups and other methods.
- HRA will facilitate access by providing transportation in the form of a bus or van that will pick up children who would otherwise be unable to attend
- Our ongoing students will make significant academic gains from year to year as measured by district standards/in relationship to peers in surrounding schools.
- Character development will be encouraged and enhanced through safe learning communities, dialogue with teachers and peers and service to the community, and we will commit to assessing our success at character development through surveys, teacher observations, discipline indicators and other methods.
- Parent involvement will exceed 95% through conferences, parent organizations, technological access, newsletters, and personal invitation, and will be measured through participation levels at school events.

II. Who We Are

A. Founding Group

The Founders Team of Hope Renaissance Classical Academy is comprised of persons with multiple strength in the areas of education and business. We have tangible ties to the community and a passionate commitment to education and the success of this program. Team members include:

Dr. Dina Stephens - has taught future teachers in the areas of history, philosophy and sociology of education. Most recently, at Ball State University, Dr. Stephens participated in the certification program for Professional Development Staff Team members in Indianapolis Public Schools, working to build community and dialogue among teachers of inner-city students. In the fall, Dr. Stephens will teach pre-service teacher at Indiana University – Purdue University at Indianapolis. As a parent of four, she has worked with children for the past twenty-eight years, including volunteer work as choir director for ages 2 to 18. She taught music to grades 1-8 at a private school in Indianapolis.

Dr. Stephens has worked in business as well, holding a management position with a technology firm based in Minneapolis, MN. In that capacity, she was responsible for recruiting, training and supervising more than one hundred contractors across the country. She also wrote personnel documentation and corporate reports for the company. As co-owner of a mobile fleet maintenance company, Dr. Stephens negotiated with vendors, performed standard accounting procedures and recruitment.

Dr. Emery Hyslop-Margison - specializes in educational philosophy receiving his Ph.D. in Curriculum Theory and Implementation from Simon Fraser University in Burnaby, B.C. He has taught numerous courses in educational philosophy and curriculum development and currently works with *Project Read*, an adult and community education project in Muncie, Indiana. Dr. Hyslop-Margison has published many articles in the field of education and most recently won an AERA/OERI Post-doctoral research grant in the amount of \$25,000 for his project titled, Character Development. Dr. Hyslop-Margison has one child and a significant interest in education and character development.

Dr. Jodi Britten -received her Ph.D. in Curriculum and Instruction from the University of Kansas, a MS in Education – Teaching and Leadership, and a BS in Elementary and Special Education from the University of Nebraska. She is considered a national expert in Positive Behavioral Supports. Most recently, Dr. Britten is developing research agendas to support the continued needs of teachers in the 21st century. She teaches courses in teacher education with a primary emphasis on curriculum and community collaboration, and contributes to the work of the Preparing Tomorrow's Teachers to use Technology Grant, funded by the US Department of Education. Dr. Britten frequently speaks to classroom teachers around the state, on topics ranging from; use of technology to the opportunities for collaboration amongst organizations and professionals.

Dr. Kathleen Cruikshank- received her Ph.D. in Curriculum and Instruction from the University of Wisconsin, Madison, her K-12 Curriculum Coordinator License in 1988 and her Secondary Teaching License in German, English, and Spanish, in 1982. Dr. Cruikshank's most recent publications include a collaborative work titled, *A Taxonomy for Learning, Teaching, & Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* and "Integrated Curriculum and the Academic Disciplines: The NCTE Correlated Curriculum of 1936" published in, *Curriculum and Consequence: Herbert M. Kliebard and the Promise of Schooling*. Dr. Cruikshank has received a Curriculum Development Grant from the Center for the Study of Global Change at Indiana University, for internationalizing J637 Curriculum

Development Process. She has worked extensively in the area of teacher training and curriculum development.

Maureen Manier – currently serves as Director of Public Relations at Butler University. Ms. Manier is experienced at web site development, public relations, management and budgeting. She is the parent of two children, one of whom is currently homeschooled. As an English major and editor, Ms. Manier takes an active interest in issues of literacy and language. She is involved in conducting a book discussion group for middle-school aged children in the community, and is committed to founding a school that will provide an inclusive and safe learning environment for children.

Professional Teachers within the Urban Setting: Our founders team includes three teachers who currently work within the IPS system. These teachers are also parents and community members with a strong desire to see options within public education a reality. Their combined qualifications include college degrees in the areas of Interpersonal/Public Communication, Political Science, and Anthropology. These teachers have a combined experience of over 50 years working with children.

III. Educational Services Provided

A. Educational Philosophy

As the national study on adolescents by the Carnegie Foundation points out, early adolescents are typically underestimated with regard to their ability to learn and reason. Hope Renaissance Classical Academy will engage these students by providing a basic foundation of knowledge and then building upon that foundation. Our philosophy of education goes beyond teaching basic skills, to developing students who are not only able, but also eager, to think logically and critically, formulate arguments, and articulate opinions clearly and persuasively. Classical education provides the training that is needed to develop students' minds. This tradition is enriched by the development of a learning community that positively reinforces the participation and advancement of all members.

At Hope Renaissance Academy, the social aspect of learning will be strongly reinforced through the building of learning communities. This concept will be reinforced through small school size and small class size. A 1997 study by the Hudson Institute asked parents why they had chosen a charter school over a traditional public school. Fifty-three percent of those surveyed cited the importance of small school size as their primary reason. (Rotherman, Ed Week, 1999). School reform literature stresses the importance of small schools, particularly with regard to meeting the needs of students at risk for academic failure.

The National Association of Secondary School Principals' *Breaking Ranks: Changing An American Institution* (1996), stresses smallness as an essential element of responsive and engaging schools. The Carnegie Foundation study, *Turning Points*, also recommends 'small communities for learning' (1989, p 9). And Tom Sergiovanni, has argued that schools must change their self-image and governing metaphor from organization to community, makes size a pivotal condition ...Many find instructional reform of virtually any sort to be contingent upon small school size (e.g., Vulliamy & Webb, 1995; Roellke, 1996).” (ERIC document, Raywid, 1999)

In order to meet the specific needs of early adolescent, schools need to be humanized by creating smaller units and learning communities. These types of schools encourage stable relationships between teachers and students and among students. Small class sizes help to ensure that each student is known and respected. (Carnegie Foundation, *Great Transitions; Preparing Adolescents for a New Century*, 1995).

Hope Renaissance Classical Academy will reinforce both small learning communities, small class size and small school size. We will make every effort to keep class size at eighteen or less. Additionally, group project work and discussion will be encouraged, as will mutual respect and support. A community can only be developed in an arena where student/teacher ratios are small and all students feel comfortable with the free exchange of ideas. Teachers must consider themselves facilitators of this exchange and clearly, more expert with concepts and information. However, they too, must participate as learners within the community environment and as understanding is built, students will assume increasing responsibility for the development and achievements of the community.

The Study of Latin

Beginning a grade five, all students at Hope Renaissance Classical Academy will study Latin and will take yearly assessments to ensure progress in learning. The benefits of Latin study have been demonstrated across the nation. There is a strong relationship between Latin study and reading achievement. “In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance.”

“In Philadelphia, students in the fourth, fifth, and sixth grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin students was one full year higher on the

Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control students who had not studied Latin.”

Sixth-grade students who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited the following advances in the areas of vocabulary, reading, spelling, science and social studies.

At Hope Renaissance Classical Academy, teachers and staff will promote learning for understanding. How students perceive and process knowledge provides that basis for educational practice. In the classical tradition, learners are not viewed simply as vessels into whom information is poured, rather it is determined that learners actively construct knowledge as they strive to make sense of the world. That is why the curriculum stresses the knowledge of the ages and variety of interpretations that human beings have placed upon that knowledge. The classical curriculum combined with teaching methods as developed for the Paideia classroom will emphasize the development of meaning and understanding. Constructivist learning theory provides a solid foundation for the application of classical training. It is based on several ideas that are central to a classical curriculum including the following:

- **Learning is an active process** –the learner must engage with the world
- **People learn to learn as they learn:** as they learn, they construct meaning and systems of meaning
- **The crucial action of constructing meaning is mental** – hands-on experience is not sufficient. Learners must have activities that engage the mind. (reflective activity)
- **Learning involves language** – collective research argues forcefully that language and learning are inextricably entwined (Vygotsky)
- **Learning is a social activity** – learning is intensely related to other people; teachers, peers and family. Education must acknowledge and adapt to that.
- **Learning is contextual** - we learn in relationship to what else we know. Learners build upon the structure of what they already know; therefore we must build upon prior knowledge.
- **It takes time to learn** – we must revisit ideas, play with ideas, build upon ideas
- **Motivation is a key component**- motivation is essential

These eight points are key to the strength of classical training. The language that we use and the understanding of language have direct implications for learning. A classical education is language-focused. This is important because it requires the use of words, both written and spoken, and therefore, “different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on a page) into a concept...faced with the written page, the mind is required to roll its sleeves up and get back to work.” (*What is Classical Education?*” www.welltrainedmind.com)

B. Curriculum

The organization of instruction at Hope Renaissance Classical Academy is consistent with the concept of the trivium, which assumes that children progress through three stages of development: the “grammar stage” (a foundation of information gathering), the “logic stage” (thinking analytically and building relationships between fields of knowledge) and the “rhetoric stage” (which grows from the previous stages and advances students’ ability to speak and write with force and originality). The logic stage is consistent with grades five through eight and the curriculum at Hope Renaissance Classical Academy will be common, coherent and integrated, so that all students will focus on what is essential. Core courses to be studied throughout grades five through grade eight include math, science, literature, writing/grammar, history/geography, philosophy/logic and a foreign language (three years of Latin and two years of a modern language). There will also be instruction in music, art and drama.

With history as the foundation for the humanities study, each element of the curriculum will relate purposefully to the full curriculum. Each course will build on the preceding course and older students will have increasing responsibility as senior members of the learning community. History as the primary core course is based upon the work and well-advised recommendations of Susan Wise Bauer and Jessie Wise in their extensive study of classical instruction, *The Well-Trained Mind* (1999). While there are various interpretations as to how classical training should be structured and infinite variations exist, the study of history is ideal as a focus for the integration of the curriculum.

Although, Hope Renaissance Classical Academy will initially encompass fifth through eighth grades, or the logic stage of development. It is hoped, that we will eventually add the rhetoric stage, or the final four years of training prior to college. History will provide the foundation of the curriculum and for each of these four years, students will study four divisions of history: the ancient period, medieval and early Renaissance, late Renaissance and early modern, and finally, the modern period. History is not a subject, but the subject as it is the story of everything that has happened until now – it is the record of human experience. The other subject areas will be linked to history lending coherence to the studies of literature, science, writing, music, art and even mathematics (to a degree). The integration of the curriculum will enable students to make connections that might not otherwise be apparent. These connections will, in turn, stimulate questions and inquiry regarding causal relationships and the interdependence of ideas. Classical study is systematic and rigorous. It allow students to dwell “on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way; to make connections and to trace developments, lines of reasoning, patterns

of action, recurring symbolisms, plots, and motifs.” (David Hicks, *Norms and Nobility: A Treatise on Education*, 1981).

Sample Four-Year Course of Study

Basic Subjects	Grades 5 -8
Mathematics	Saxon Math
Philosophy	Logic and Ethics
History	Beginning with ancient civilizations and moving forward
Writing	Includes dictation
Latin/foreign language	Latin study and the study of a contemporary language
Science	Biology, Earth Science, Chemistry, Physics
Language	Spelling, Grammar, Vocabulary
Art, Music, Drama	Appreciation and application

Teaching and learning will be active and heavily based upon the methods advanced by Mortimer Adler in the Paideia Proposal (1982). These teaching strategies are consistent with the classical model and the goal of learning for understanding.

PAIDEIA INSTRUCTIONAL MODEL

INSTRUCTION	COACHING	SEMINARS
<i>Acquisition of Organized knowledge by means of</i>	<i>Development of Intellectual Skills by means of</i>	<i>Increased Understanding of Ideas and Values by means of</i>
DIDACTIC INSTRUCTION	COACHING	SOCRATIC QUESTIONING
<i>Using</i> Textbooks and/or resource materials in the areas of: LANGUAGE LITERATURE THE FINE ARTS NATURAL SCIENCE MATHEMATICS HISTORY	<i>Using</i> Exercises and Supervised Practice in the areas of: READING WRITING CALCULATING PROBLEM-SOLVING MEASURING SPEAKING LISTENING	<i>Using</i> Active Participation in the discussion of: PRIMARY SOURCE MATERIAL (Documents, Literature, not textbooks) WORKS OF ART INVOLVEMENT IN

GEOGRAPHY SOCIAL STUDIES	OBSERVING EXERCISING CRITICAL JUDGEMENT	ARTISTIC ACTIVITIES MUSIC DRAMA VISUAL ARTS
-----------------------------	---	--

The goal of didactic instruction is to provide students with a body of knowledge from which to build. Coaching focuses on producing a product/project based upon the knowledge acquired. The goal of coached project is to place students in a position to manipulate and apply the knowledge in a context that is personally relevant. Socratic thinking then takes the student beyond practical application into a higher order of thinking about the knowledge. This is typically accomplished through focusing on primary sources that introduce students to ideas and values of other people in other cultures and ages. Students engage in making connections from their own worldview to the viewpoints of others. Essential elements of a Paideia classroom include:

- ❖ Involvement and interaction by teachers, students and the community
- ❖ Cooperative learning
- ❖ Art of conversation in evidence
- ❖ Civil disagreements
- ❖ Students planning, designing, working, evaluating and producing
- ❖ High expectations for the students and teacher

Many elements of classical study are proven to be successful at helping students achieve high standardized test scores.

Latin: is fundamental to classical study and tradition. It is also proven useful as a tool for building understanding and connections between languages and cultures.

“Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.”
(Sayers, The National Review).

Thousands of urban school projects nationally, have adopted the study of Latin because it is proven to raise English vocabulary and reading scores on standardized tests. These results “contribute significantly to literacy, cultural awareness and increased self-esteem. Over the past three years, students in the Kansas City Latin Magnet Middle School program (85% African American students) raised their test scores on standardized tests from the lowest to the highest in the school district. The school principal attributes the dramatic improvement mostly to the Latin courses now required of all students, from

elementary through middle school. Similar success stories have arisen in Latin-based programs across the US, where students improve their English and Spanish via Latin. As a first language experience, Latin makes sense, because it is the key to 75-80% of the vocabulary of the five 'Romance' languages, spoken by some 750 million people in the world today. Fifty-seven nations on four continents share the common linguistic heritage of the Greeks and Romans. “ (*Why Latin In Elementary School?*, Virginia Barrett, National Academy for Latin and Greek) At the rhetoric stage and beyond, classics study including Latin has helped students to outperform cohorts on the verbal portion of the Graduate Record Exam. The 1991-92 *Guide to the Graduate Record Exam*, posts the cumulative scores of Classics majors beside those of other language majors:

{PRIVATE}	Verbal	Quantitative	Analytic
Classics	628	589	609
French	535	526	550
German	563	558	581
Russian	582	573	595
Spanish	497	496	515

Another indicator of the enhanced verbal skills of Latin students nationwide is their consistently high performance on the SAT Achievement Test. In 1997 Latin students had a mean score of 647 on the SAT, *142 points higher* than the national average of 505. Furthermore, Latin students outperformed students of all other languages, including German and Russian, equally challenging languages, but ones that do not offer as many transferable skills for English. Spanish students scored 581 and French students 623. It's a similar pattern year after year. Informed students are finding that Latin improves their speaking and writing skills and helps lay a firm foundation for future language study.”

Nationally, the interest in Latin studies has grown significantly, probably based upon the acknowledgment that it contributes significantly to increased standardized tests scores. “The last census by the American Council on the Teaching of Foreign Languages (ACTFL) showed that Latin enrollments in public secondary schools increased 15%, from 182,000 in 1990 to 214,000 in fall of 1994. Moreover, there was *over 100 percent increase* in the number of students taking Latin in public middle schools from 12,000 in 1985 to 25,000 in 1994. A survey of private schools in the U.S. in 1994 with a response rate of about 15% by the National Committee for Latin and Greek established that at least another 44,000 students nationwide are studying Latin in private schools, many of which strive to give their students an academic edge. Recently the Montessori schools and the Edison Project adopted Latin-based programs for

their elementary and middle schools, respectively. They did so in order to lay a foundation for literacy in English and for the study of other languages.” (*Why Latin In Elementary School?*, Virginia Barrett, National Academy for Latin and Greek)

Mathematics: As students progress through the logic stage of development, they move from the study of arithmetic (operations) to the study of mathematics (numerical relationships). These students must also learn to think differently, from mental image to symbolic thought. Until they are able to make this transition, they will not develop the understanding necessary for pre-algebra and algebra. Therefore, the Saxon math program is developmentally appropriate for this age group. Additionally, hands-on math work that encourages logical connections with real life or history and brings relevance to a subject that can often seem unconnected. “Saxon's 4-8 mathematics series builds upon the hands-on, activity-centered approach of the K-4 mathematics program. Although some hands-on activities are included in the 4-8 series, the focus shifts gradually from the use of concrete objects to mathematical modeling and problem solving using pencil and paper. As with all Saxon programs, the 4-8 mathematics program is based upon incremental development, continual practice and review, and cumulative assessments at regular intervals. (www.saxon.com)

Logic “trains the mind to approach every subject in a particular way—to look for patterns and sets of relationships.” Formal logic instruction is an important dimension of disciplined critical thinking. It provides the student with a set of rules for decision making with regard to information that is received. As these rules are applied to information, students soon learn to uncover fallacies and determine inconsistencies. Students cannot undertake the study of formal logic until they have a solid grasp of parts of speech and are able to reason through problems. Early adolescents should begin to undertake increasingly more complex logic puzzles. Deductive thinking is required and the process introduces more formal logic instruction.

Philosophy is vital to the improvement of reasoning and need not be restricted to higher education. Philosophy provides an ideal vehicle for the study of values and the process of thinking critically. It provides a dialogue that children find irresistible because it is relevant to all. Classical reading provides an excellent perspective to begin the examination of these topics.

Science - In the logic stage children begin to make connections central to scientific inquiry. The logic of the scientific method is also well connected to logic in general. Children connect science to history, scientific method to the rules of logic, and they make connections between the branches of science.

Sample study of the Renaissance, 6th grade:

Day 1: Introduction of Renaissance Period

History:	Read and discuss overview of the Renaissance period
Geography:	Map trade routes for imports and exports
Math	Navigation: use of sextant, navigation by the stars, history of navigation
And Logic:	Calculate destinations of trade routes Relationship of distance/time/supplies x passengers and livestock
Science:	Copernicus and his discoveries
Activity:	Make a compass
Reading:	Students choose select supplemental reading to be connected as foundation for writing
Writing:	Brainstorm ideas for research paper on area of interest; ex. lifestyle changes as a result of exposure to other cultures
Latin:	Latin words with derivatives from the historical context

The sample study for the beginning of a 6th grade unit on the Renaissance addresses the following Indiana standards:

6th Grade – Standard 1 – History – “Students will examine the key historic movements, events and figures that contributed to the development of modern European and American nations from early civilizations to early modern times.”

Standard 6 -World History and Civilization– “Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from 1250 to 1650.” (6.1.10)

Also:

- 6th Grade – Standard 3 –Geography (6.1.11)
- 6th Grade – Standard 4 – Economics (6.4.1, 6.4.2)
- 6th Grade – Standard 5 – Individuals, society and culture (6.5.4, 6.5.5, 6.5.7)
- 6th Grade –Standard 2- Reading Comprehension (6.2.7)
- 6th Grade – Standard 4 -Writing Process (6.4.5, 6.4.1)
- 6th Grade –
 - Math Standard 1 – Number Sense
 - Math Standard 2 –Computation
 - Math Standard 5 – Measurement
 - Math Standard 7 – Problem Solving
- 6th Grade –Science Standards –(6.1.1, 6.1.5, 6.2.7)

C.Assessment

In September of each year, baseline assessment will be administered in order to evaluate student progress. As detailed earlier, students will be given the national Stanford Achievement test at each grade level and in the core subject areas. Students will receive the appropriate ISTEP exams, as well as alternative forms of assessment consistent with HRA's mission to teach critical thinking and persuasive writing. All assessment outcomes will be reported annually in terms of absolute scores for within-year student gains and losses and year-to-year student gains and losses.

In order to focus on understanding as a foundation for critical thinking and rhetorical logic, each unit must be anchored by performance tasks or projects. These types of assessment are essential to provide evidence that students are able to use their knowledge in context and to ensure enduring understanding. The interdisciplinary focus of the curriculum will afford opportunities for performance and project work that will emphasize the particular skills and interests of individual students. Assessments will also be important for determining stakeholder satisfaction and HRA will develop methods of making such assessments.

Assessment and School Improvement Plans will follow the guidelines of PL221 and policies of the Indiana State Board of Education. Annual assessments in English, Language Arts, Mathematics, Science and Social Studies will be implemented as required. School Improvement Planning will address the issues outlined in PL221 including the status of student achievement, determining goals, and analyzing the means to reach those goals.

Provisions for school development/improvement will include technology initiatives and on-going professional development including concentrated training in classical education through the Trinity School teacher development program, Paideia seminars, technology training, in-service programs and other opportunities that are aligned with school improvement objectives.

D. Special Student Populations

Hope Renaissance Classical Academy is committed to serving children with special needs and will comply with all laws pertaining to special and bilingual education. Our staff will include an experienced, licensed special education teacher. Students whose needs can be met through additional

instruction/tutoring will receive it and those with greater needs will be evaluated for the necessary Individualized Educational Plan (IEP).

Hope Renaissance Classical Academy will participate in the Charter School Special Education Cooperative that is currently being organized.

IV. Organizational Viability and Effectiveness

A. Budget and Financial Matters

The three year projected budget is attached below, and includes the start-up year. Following the budget is a narrative detailing the assumptions used for revenues and expenditure projections.

The Hope Renaissance Classical Academy, over the next three months, will put in place a Finance Committee to develop and implement our business and fundraising plans over the next year and beyond, while developing financial planning and budget policies.

We are also beginning to develop a thorough demand study which will form the basis for our recruitment plans, enabling HRA to best meet its modest enrollment projections (described below).

Revenue Assumptions:

Carry-over + reserve from previous period. The fund balance remaining from the previous year.

State Per Pupil Funding. Based on the Indiana Department of Education's school formula estimates for Calendar Year 2003 (made available to the Indiana Charter Resource Center in late 2002) This formula includes State Regular aid, Levy funds, Auto Excise funds, Special Ed, and At Risk funds. We assume that approximately 33% of our students are resident in Indianapolis Public Schools (average of \$6,700 per student annually), with the balance from Pike, Washington, and other nearby township schools (average of \$5,500 per student), yielding a blended average of \$5,900 per student. We estimate inflation at 2.5% annually (calendar year).

State Grants. Includes competitive state grants such as Safe Schools and technology initiatives.

Federal Start-Up Grants. HRA expects to be awarded this competitive grant, which amounts to \$150,000 per year for three years.

Private Funds. We expect to submit an application to the Walton Family Foundation for both planning and start-up support, and will also seek other foundation, corporate and individual donations, including small gifts from school families and friends.

Lunch Revenue. This includes both State funds for students with free and reduced lunch classification as well as fees paid by families. We estimate this amount at \$2 per student per day for a maximum of 195 days.

Enrollment Projections

2003-04	80 students
2004-05	160 students
2005-06	240 students
2006-07	240 students
2007-08	240 students

Expenditure Assumptions:

Assumes a 3% annual inflation rate on most items.

<u>Position</u>	Salary in 03-04	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)	Number (07-08)
Administrator	\$45,000	1	1	1	1	1
Lead Teachers	\$37,000	1	2	3	3	3
Teachers	\$35,000	3	6	9	9	9
Special Ed. Teacher	\$20,000	.5	1	1	1	1
Clerical	\$20,000	.75	.75	1	1	1
Custodial Services	\$ 7,000	.25	.25	.25	.25	.25

During the start-up year, all positions will be contracted, not salaried.

Consultant Fees Curriculum Development, evaluation, and other educational program consulting.

Payroll Taxes. Calculated at 9% of salaries.

Benefits. Calculated at 24% of salaries.

Professional Development. Includes regular training, consulting, and occasional conferences and site visits to exemplary schools.

Substitute Teachers. \$75 per month per teacher @ 10 months + \$2,000 (\$2,500 in year 3).

Board Development. Training and consulting.

Facility

Rent. Calculated at 100 sq. ft. per student at \$15 per sq ft in year one, \$13 per sq. ft. subsequently.

Renovation/Construction. We expect to find a facility which already meets accessibility, health and safety codes. This category includes potential modest costs such as paint, lighting, etc.

Utilities. Calculated at \$1.50 per square foot used at 5% annual inflation.

Maintenance. Repairs and cleaning supplies.

Materials/Supplies/Equipment

Textbooks and other instructional supplies. Calculated at \$200 per student for supplies, books and textbooks in year one, declines afterward.

Assessments. Calculated at \$75 per student.

Instructional Equipment. Includes VCR and overhead projectors. For classroom. Calculated at \$30 per student for the first two years, \$20 in year three, \$15 subsequently.

Classroom Technology. Estimated at \$150 per student for the first year, \$75 in year two, \$50 in year 3, \$40 afterward, including maintenance and repair.

Office Technology and Software. Includes leasing and/or purchasing computers, printer, fax and copier; estimated at \$8,000 combined over the start-up and first year.

Instructional Software and Internet Access. Calculated at \$25 per student in first year, slightly less after that.

Library. For book acquisitions and publication subscriptions; calculated at \$75 per student for the first year, \$50 in years two and three, and \$40 per student afterward.

Classroom Furniture. Calculated at \$125 per student the first year, \$125 per new student in years two and three, and \$25 per student for maintenance and replacement in subsequent years.

Office and Faculty Furniture. Calculated at \$250 per new staff member.

Copying and Reproduction. Estimated \$2,000 pre-operating year; Calculated at \$75 per student in years one and two; \$50 per student afterward.

Postage and Shipping. Estimated \$2,000 pre-operating year; Calculated at \$20 per student subsequent years.

Additional Costs

Contracted and Business Services. Consulting services and start-up support from SchoolStart will be the large majority of this category in the start-up, first, and perhaps second years of operation. Also includes consulting related to strategic and business planning and other business services.

Special Education Charter School Cooperative Services. Estimated cost on participating in the Special Education cooperative, based on 2002-03 rates (cost of Director of Special Education, and overhead divided by the number of participating schools).

Insurance. Estimate based on charter schools in other states. Includes all required coverage.

Marketing Development. Consulting and material costs for student recruitment activities and public relations, including cost of producing brochures and materials.

Legal Expenses. Includes setting up the non-profit status of the school and review and approval of contracts.

Accounting and Audit. Estimated at \$3,000 for pre-operational year and \$4,000 per operating year for bookkeeping services, and \$8,000 a year for an annual audit to be conducted by a separate contractor for subsequent years.

Transportation. Estimated service to 67% of students at \$650 per year, with 5% annual inflation. *Field Trips.* Fieldtrips calculated at \$25 per student, 4 times a year 1st year, 5 times a year afterward.

Food Services. Calculated at \$2.00 per day per student for maximum of 195 days.

Cash Reserve. We will put 3% of all revenues into a reserve fund, to be left untouched (and included in the following year's budget as carryover from the previous year.

	Pre-Opening From approval to opening	Fiscal Year 2003-04	Fiscal Year 2004-05	Fiscal Year 2005-06
Projected Enrollment		80	160	240
I. Revenues				
Carry-over + reserve from previous period		157,500	95,135	93,475
Per Pupil Payments		477,900	979,695	1,506,281
State Grants		5,000	10,000	15,000
Federal Grants	150,000	150,000	150,000	
Private Funds	200,000	75,000	75,000	50,000
Lunch Revenue		31,200	62,400	93,600
Other				
	350,000	896,600	1,372,230	1,758,356

II. Expenditures				
Human Resources				
Administrator Salary	5,000	45,000	46,350	47,741
Start Up Coordinator Contract	35,000	10,000		
Lead Teachers Salaries	0	37,000	76,220	117,760
Teachers (FT) Salaries	0	115,500	216,300	371,315
Teachers (PT) Salaries				
Special Education Teacher (.5 FTE in 03-04)	0	20,000	38,110	39,253
Clerical Salary (.75 FTE in 03-05)	5,000	20,000	20,600	27,500
Payroll Taxes (9%)		22,275	35,782	54,321
Benefits (24%)		59,400	95,419	144,856
Custodial Services		7,000	7,210	7,426
Contract/Consultants	0	2,000	2,000	2,000
Professional Development	5,000	10,000	10,300	10,609
Substitute Teachers		5,750	9,500	13,750
Board Recruitment				
Board Development	3,000	2,500	2,500	2,500
Other Human Resources Expenses				
Total Human Resources	53,000	356,425	560,291	839,032
Facility				
Rent	0	120,000	312,000	312,000
Mortgage				
Renovation/Construction	25,000	25,000	25,000	10,000
Debt Service				
Utilities		12,000	25,200	37,800
Maintenance		3,000	3,090	3,183
Other Facility Expenses				
Total Facility	25,000	160,000	365,290	362,983
Materials/Supplies/Equipment				
Textbooks and Other Instructional Supplies		16,000	28,000	42,000
Assessments		6,000	12,000	18,000
Instructional Equipment		2,400	4,800	4,800
Classroom Technology		12,000	12,000	12,000
Office Technology and Software	5,000	3,000	2,000	2,000
Instructional Software/Internet Access		2,000	3,000	4,000
Library		6,000	8,000	12,000
Office and Faculty Furniture		1,500	1,250	1,250
Classroom Furniture		10,000	10,000	10,000
Copying and Reproduction	2,000	6,000	12,000	12,000
Postage and Shipping	2,000	1,600	3,200	4,800
Telephone/Fax Lines/Long Distance	1,000	2,000	2,000	2,000
Other Material/Supplies/Equipment	1,500	2,500	3,000	3,500
Total Materials/Supplies/Equipment	11,500	71,000	101,250	128,350
Additional Costs				

Contracted Services (SchoolStart, etc.) and Business Services	70,000	65,000	30,000	15,000
Special Education Cooperative		20,000	20,000	20,000
Insurance		20,000	21,000	22,050
Marketing/Development	20,000	15,000	5,000	5,000
Legal Expenses	5,000	3,000	3,000	3,000
Accounting/Audit	3,000	12,000	12,360	12,731
Transportation		34,840	73,164	114,972
Field Trips		8,000	20,000	30,000
Food Service		31,200	62,400	93,600
Cash Reserve @ 3%	8,750	26,898	41,167	52,751
Other/Miscellaneous	5,000	5,000	5,000	5,000
Total Additional Costs	111,750	240,938	293,091	374,103
Total Revenues	350,000	896,600	1,372,230	1,758,356
Total Expenditures	201,250	828,363	1,319,922	1,704,468
Balance	148,750	68,237	52,308	53,888

Hope Renaissance Classical Academy will be Indianapolis' first classical school, a fact which we expect will make the task of recruiting 80 students less daunting than most new charter efforts. We are in the early stages of connecting with interested families, but the early indications are promising. Several home-school families have already expressed strong interest, along with a second group of classical home-schoolers represented by Board member David Porter.

Classical education is in great demand across the country and there is no reason to presume that Indianapolis should be different. There currently, are no other schools in the area that offer this approach so we anticipate that the demand for enrollment in Hope Academy will be high. The Colorado Department of Education released a report on its charter schools in March of 2001 showing that the Classical Academy in Colorado Springs, for example, enrolled 621 students and had a waiting list of 1,600.

HRA will launch an active and targeted recruitment campaign which will include direct mailing of brochures to households with middle-school age children in northwest Indianapolis, flyers, web-postings, informational meetings at local libraries, advertising in local papers, public service announcements, community cable TV and radio. We will cast a wide net in hopes of reaching a diverse audience, especially families with children at-risk of failure within their current situations.

B. Governance and Management

The Founders Team and Interim Board Members of Hope Renaissance Classical Academy are persons of vision and leadership within the educational community and the community at large. Many of the founders and board members work within schools of education and are committed to this program as an innovative approach, with the potential to provide Indiana a model for other community-based charter schools. Both our Founders Team and our Board include parents, teachers, business professionals, academics and community members at large. They represent a diverse group of people active in many areas.

The Founding Team of Hope Renaissance Classical Academy is also working with members of School Start, an organization with a proven track record in assisting with the development of small, community-based, charter schools. School Start is assisting with budget development and management by assisting with the search for a strong board of directors that has experience in management, finance and law.

At the present time, we have a strong beginning for the Board of Directors for Hope Renaissance Classical Academy. These members include business and educational leaders (see attached documentation for each):

James Wong: Fleet Manager, Frito Lay, Inc.
Linda Porto, Teacher of classical curriculum
Robert Decker, C.P.A. and CEO of Courtney and Assoc.
Maureen Manier, Publications Director at Butler University
Dr. David Porter, Orthopedic Surgeon
Dr. Emery Hyslop-Margison, Ball State University
Dr. Jodi Britten, Assistant Professor, Ball State University
Susan Charlesworth, MSW, LSW, Courtney and Associates
Carol Anderson, Attorney at Law, Indiana Family and Social Services

The roles and responsibilities of these board members will include:

- ❖ Secure a strong and viable commitment to student development and performance
- ❖ Ensure that the operation of the school is consistently aligned with its mission and philosophy
- ❖ Approve and monitor the budget annually

- ❖ Support teachers, administrators, students and parents in their efforts to build a learning community that respects all people
- ❖ Ensure that the laws that govern the school are followed
- ❖ Assist in maintaining the ethical integrity of the school and its personnel
- ❖ Promote the mission and the image of the school within the community
- ❖ Establish policies that will help the school to operate effectively and that are consistent with its mission

Members of School Start will assist with budget, capitol funding, grant applications and financial arrangements.

The roles and responsibilities of school leaders will include:

- ❖ Day-to-day management and operation of the school
- ❖ Effective implementation of the charter
- ❖ Assist the Board with its responsibilities
- ❖ Support teachers and encourage the advancement of the school's mission in every way possible

Additional responsibilities that will be assessed and assigned include:

- ❖ Oversight of curriculum development
- ❖ Teacher in-service development
- ❖ Parent outreach and liaison

A national search will be conducted to fulfill the directorship of HRA. This person must have skills in strategic planning and organizational development, budgetary management experience, experience with boards, demonstrated fundraising skills and a strong interest in educational reform and a commitment to quality education. This person must be skillful at building community partnerships.